

Curriculum Unit Template

Content Area:	
Unit Title/Topic:	
Course/Grade Level:	
Unit Summary:	
Stage 1: Desired Results What students will know, do and understand	
NYS Common Core Learning Standards (CCLS)	<ul style="list-style-type: none">
Big Ideas	<ul style="list-style-type: none"> Transferable core concepts, principles, theories and process from the CCLS The important understandings that have lasting value for students. They should answer the question, “So what? Why is this relevant to me?”

<p>Unit Enduring Understanding(s): Statements that specify what students should understand from the Big Idea(s) and CCLS and that are transferable to new situations</p> <ul style="list-style-type: none"> • What specific understandings are desired? • What misunderstandings are predictable? 	<p>Unit Essential Question(s): Open-ended questions designed to guide student inquiry and learning</p> <ul style="list-style-type: none"> • What should students leave able to do, on their own (transfer)? • What understandings about the Big Ideas should they leave with? • What do the CCLS imply for learning goals – What should students know and be able to do given the content targeted? • What Big Ideas should anchor and organize the content, framed as Essential Questions? What do common/predictable misunderstandings suggest what the desired understandings ought to be?
<p>Knowledge and Skills: What key knowledge and skills will students acquire as a result of this unit? What should students eventually be able to do as a result of such knowledge and skill?</p> <ul style="list-style-type: none"> • Students will know... • Students will be able to ... 	
<p style="text-align: center;">Stage 2: Assessment Evidence Evidence that will be collected to determine whether or not desired results are achieved</p>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Through what authentic performance task(s) will students demonstrate the desired understandings? Consider using the G.R.A.S.P.S. elements to design authentic performance tasks. • An effective assessment for ALL students should be designed to include: <ul style="list-style-type: none"> ○ Complex, real-world authentic applications 	<p>Rubric(s):</p> <ul style="list-style-type: none"> • By what criteria will “performances of understanding” be judged? • Scoring guide to evaluate performance tasks used as evidence of student proficiency – It should measure what is appropriate for the CCLS that is assessed and provide opportunities for

<ul style="list-style-type: none"> ○ Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the CCLS ○ Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge) 	<p>differentiation of the performance tasks used as evidence of student proficiency</p>
<p>Other Evidence:</p> <ul style="list-style-type: none"> • Varied evidence that checks for understanding (e.g., quizzes, tests, prompts, observations, student work, homework, and journals) 	<p>Student Self-Assessment and Reflection:</p> <ul style="list-style-type: none"> • Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)
<p style="text-align: center;">Stage 3: Learning Plan Design learning activities to align with expectations in Stages 1 and 2 What activities and instruction will engage students and help them better grasp the essence and the value of this topic/content?</p>	
Interdisciplinary Connections:	
Integration of Technology:	
Equipment Needed:	
<p style="text-align: center;">Design Principles for Unit Development Embed at least one of the design principles below within the unit and briefly explain how it is embedded</p>	
<p><input type="checkbox"/> International Education – the ability to appreciate the richness of our own cultural heritage and that of other cultures to provide cross-cultural communicative competence.</p> <p><input type="checkbox"/> Universal Design for Learning – the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.</p> <p><input type="checkbox"/> 21st Century Learning - the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace.</p> <ul style="list-style-type: none"> ○ Inquire, think critically, and gain knowledge ○ Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge 	

- Share knowledge and participate ethically and productively as members of our democratic society
- Pursue personal and aesthetic growth. (AASL, 2007)

Goals/Objectives:

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Learning Activities/Instructional Strategies:

- Incorporate a variety of resources (e.g., texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses
- Allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the CCLS
- Instruction is varied to address differences in readiness, interest, and/or learning profiles
- Accommodations and differentiation strategies are incorporated in the design

Key Learning Activities Needed to Achieve Unit Goals:

W = help the students know where the unit is going and what is expected. Help the teacher know where the students are coming from (prior knowledge, interests)? What content needs to be covered and what content needs to be “uncovered”?

H = hook all the students and hold their interest – What can I do to make the work maximally engaging and effective?

E = equip students, help them experience the Big Ideas and explore the issues – scaffold in order to acquire information, construct meaning, and practice transfer of understanding – When should I teach, when should I coach and when should I facilitate student “discovery”?

R = provide opportunities to rethink and revise their understandings and work

	<p>E = allow students to evaluate their work and its implications</p> <p>T = be tailored to the different needs, interests, and abilities of learners (differentiate and personalize) – What should I do if they already know/can do? What should I do if they don't?</p> <p>O = be organized to maximize initial and sustained engagement as well as effective learning</p>
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Assessment Strategies

- Classroom Presentation
- Conference
- Essay
- Exhibition/Demonstration
- Interview
- Learning Log
- Observation
- Performance Task
- Portfolio
- Question and Answer (Oral)
- Quiz, Test, Exam
- Response Journal
- Selected Response
- Self-Assessment'

Assessment Recording Devices

- Anecdotal Record
- Checklist
- Rating Scale
- Rubric

Student Groupings

- Students working as a whole class
- Students working in pairs
- Students working in small groups
- Students working individually